

Busy Bees Day Nursery at Swindon Broome

Pipers Way, Broome, Swindon, Wiltshire, SN3 1RG

Inspection date	31/01/2014
Previous inspection date	20/03/2009

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	1
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision requires improvement

- The nursery provides a safe, welcoming and well-resourced environment both indoors and outside, which children enjoy exploring.
- Children are happy and settled for most of the time and they develop positive relationships with staff.
- Some activities and support from staff are of good quality and help children to make progress in their learning.

It is not yet good because

- The quality of supervision and support for children is variable as staff do not always deploy themselves well to meet children's needs effectively.
- There are inconsistencies in the quality of children's learning experiences. Staff do not always plan activities well as they do not take full account of the needs of individual children or the groups of children for whom the activities are intended.
- While the management team carries out regular monitoring of staff, this is not rigorous enough to ensure that practice is consistent throughout the nursery and throughout the day.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

Inspection activities

- The inspector observed activities in all age groups and met requests by staff to observe specific activities.
- The inspector completed a joint observation with the manager in the afternoon session of the pre-school.
- The inspector held meetings with the management team at appropriate points during the inspection.
- The inspector talked to staff, children and parents as appropriate throughout the inspection.
- The inspector sampled documentation, including children's development records, evidence of staff suitability and the nursery's self-evaluation form.

Inspector

Gillian Little

Full report

Information about the setting

Busy Bees Day Nursery at Swindon Broome is one of 214 provisions run by Busy Bees Day Nurseries Limited. It registered in 2004 and operates from purpose built premises in East Swindon, Wiltshire. The nursery provides three units for different age groups, each with its own area of the garden. The nursery is registered on the Early Years Register and is caring for 116 children in the early years age range. The nursery supports children with special educational needs and/or disabilities and children learning English as an additional language. It is open each weekday from 8am until 6pm, all year, except for bank holidays. It is in receipt of funding for the provision of free early education for children ages three and four years. The nursery employs 22 staff to work with children, of whom 17 hold relevant qualifications.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- improve staff deployment throughout the nursery to provide children with more consistent supervision and support to better meet their needs
- improve the planning of activities to ensure that these are consistently challenging and enjoyable and so that they meet the needs of the individual children and groups of children for whom they are intended
- improve the supervision of staff to ensure that practice throughout the nursery and throughout the day is consistent, with particular regard to staff deployment and the quality of teaching and learning.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Children enjoy exploring a welcoming and well-resourced environment both indoors and outside. Resources are easily accessible so that children can make choices about their play.

In the baby room, staff sometimes support children well. They lead an enthusiastic march around the room to music, encouraging children to join in to promote their physical skills. Staff support children attentively as they explore a sand tray, adding additional resources to extend their interest and using good quality interactions to promote their communication skills. However, there are times when staff are not readily on hand to

support all children in their learning and development. For example, children do not always receive close support during painting and gluing activities, which limits how well they can learn from these experiences.

Children in the room for two-year-olds enjoy some good-quality activities. In the afternoon session they become engrossed in a large-scale painting activity using different materials, brushes, rollers and their hands and feet to make different marks. Staff support them well and help them to learn new skills, such as how to mix colours together to make new colours. However, the quality of learning experiences is not consistent. In the morning session staff do not effectively support a computer activity designed to encourage children to count and name objects. Too many children crowd around the computer and behaviour starts to deteriorate. Staff are not deployed well enough around the room to manage the situation effectively. As a result, the activity deteriorates and children lose interest.

In the afternoon session in the pre-school, children learn about road safety during a group session using 'persona dolls' to support their understanding. They demonstrate that they understand how to keep themselves safe during outings and they are confident in their responses. Staff ask questions and use props to maintain children's interest and to challenge their learning. However, in the morning session a group activity using the persona dolls to introduce a cultural festival is not well planned. Considerable noise from other children in the room prevents this group of children from being able to hear staff clearly. Staff talk to the children about different aspects of the festival but much of this is lost in the general noise and staff do not use any visual aids or other strategies to support children's understanding. A follow-on art activity does little to enhance children's awareness of the festival. Staff are sometimes deployed well to support children, such as making rockets from recycled materials or making models out of construction bricks. They introduce new vocabulary, encourage children to use their counting skills and challenge them to think of their own ideas. However, the effectiveness of staff deployment is variable, which results in occasions when children are not involved in purposeful play.

Staff take time to find out about children's starting points when they first attend and are confident in explaining the process for assessing children's development. They demonstrate that they maintain regular records of children's progress and routinely assess this information against children's ages and starting points. Procedures to carry out the required progress checks for two-year-olds are in place and staff share their findings with parents. Staff use such information to identify children's next steps in learning and they take good account of their current interests when planning further activities. Planning therefore takes into account children's individual needs, although it does not always result in good quality learning experiences.

The nursery has appropriate systems in place to support children with special educational needs and/or disabilities and children learning English as an additional language. Staff have regular meetings to discuss individual children, including any concerns, ongoing strategies and involvement from outside agencies.

The nursery encourages parents as partners in children's learning. Staff keep parents up-to-date about children's progress through daily discussions and regular parent evenings. They encourage parents to support their children's learning at home by providing monthly

suggestions for activities.

The contribution of the early years provision to the well-being of children

The nursery has systems in place to support children to settle well when they first start. Staff work closely with parents and provide as many settling in sessions as the family needs. The nursery also supports children well when transferring to a new room, such as enabling key persons from each room to work closely together to share information. Children enjoy their time in the nursery and show that they feel happy and settled for most of the day. The key person system enables staff to develop genuine bonds with individual children. As a result, children develop positive relationships with staff and with each other, showing progress in their preparation for their next stages in learning.

Children demonstrate positive social skills overall, such as taking turns and being kind to one another. Staff are generally successful in supporting positive behaviour although, on occasions, they do not make their expectations clear. The quality of supervision and support to children is variable so that, at times, staff do not meet children's individual needs effectively. As a result, children do not always show good levels of self-motivation or engagement in learning experiences.

Children in all age groups enjoy regular opportunities to engage in physical activity and to enjoy fresh air outdoors. Each age group has its own area of the garden and staff enable children to have as much access as possible. Interesting initiatives, such as daily 'wake and shake' exercises and 'cooking with me' activities, help children to adopt a positive approach to healthy lifestyles. Children enjoy healthy snacks and meals and learn about good hygiene procedures, such as washing their hands before eating.

The effectiveness of the leadership and management of the early years provision

The management team demonstrates a suitable understanding of its responsibility to meet the legal requirements of the Statutory Framework for the Early Years Foundation Stage. Staff are clear about safeguarding children procedures as they undertake regular training. They are aware of possible symptoms of children at risk and know what to do if they have concerns. Daily safety checks, routine risk assessments and weekly monitoring help to keep the nursery safe and secure. Robust recruitment procedures are in place to assess the suitability of staff and others working on the premises. Induction procedures support new staff to become familiar with their roles and responsibilities. All staff receive regular supervision meetings, annual appraisals and regular training opportunities to support their professional development. The management team carries out regular monitoring and audits to improve practice. However, this is not rigorous enough to ensure that such practice is consistent throughout the nursery and throughout the day, with particular regard to staff deployment and the quality of learning experiences. Appropriate procedures are in place to monitor the quality of assessment procedures, including identifying children who need extra support. The nursery works in partnership with outside

agencies, where appropriate, to support children and their families.

The nursery uses a variety of self-evaluation procedures to analyse practice and promote further improvement in some areas. The nursery encourages feedback from staff, parents and children to inform such processes so that everyone can contribute their ideas. For example, a pre-school committee of children meet with staff on a monthly basis to work together, such as helping to plan a Christmas party. Surveys from parents show a good level of satisfaction with the nursery. Since the last inspection, the nursery has carried out a refurbishment of the baby unit providing a more flexible space for children to play.

The nursery develops partnerships with other settings that children attend and schools to which they will transfer. It encourages other professionals to work with its staff through shared visits and sharing information about individual children.

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children’s learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	EY289477
Local authority	Swindon
Inspection number	917931
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	76
Number of children on roll	116
Name of provider	Busy Bees Day Nurseries Limited
Date of previous inspection	20/03/2009
Telephone number	01793 422202

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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Piccadilly Gate
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T: 0300 123 4234
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